

# THE VIRGINIA TEACHER



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Volume II

MARCH, 1921

Number 3

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# THE VIRGINIA TEACHER

VOLUME II

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## I

### WHAT THEY ARE THINKING ABOUT

A REVIEW OF THE MEETING OF THE DEPARTMENT OF SUPERINTENDENCE, N. E. A.  
FEBRUARY 25 TO MARCH 3  
ATLANTIC CITY

Teachers and others interested in education have for years felt that the winter meeting of the National Educational Association—which more properly should be called the meeting of the Department of Superintendence—and of associated national organizations, is more virile and worth while than the summer meeting. This may be due to two facts, namely, that the summer session has a longer tradition behind it and that its leadership is at times not so definitely that of the “doers” in the field of education.

As in recent years one who attends this meeting is in the position of being able to attend the conference of some fifty educational associations during the week of time allotted to the sessions, he has to pick and choose very carefully if he wants to use his time most fruitfully and to sound the fundamental interests of contemporary educational leaders. To a good many the meetings just closed were somewhat disappointing as to program. Two factors may account for this to some extent, namely the illness of President Calvin Kendall, so that his leadership had not been so definite, and the spreading of the meetings out over parts of two weeks in order that those who wished might attend the inauguration exercises. Any observer and attendant is of course likely, where the offering is so varied and the number of opportunities so great, to get a biased or distorted view as to the important themes.

Judging, however, from the nature of the program, from attendance upon meetings,

and from the discussions on the boardwalk and in the hotel lobbies, one noted first that certain topics, such as Americanization, citizenship, post-war educational re-organization, and democracy in education, had sunk into an insignificant place compared with the programs of the last few years. In the latter instance, in particular, last year's program featured the participation of teachers in the supervision and administration of schools, while this year the absence of attention to this problem was equally noticeable. Perhaps, as suggested by one superintendent, the feeling is current that teachers' strikes and walkouts which have occurred or been frequently threatened, are indications that teacher co-operation should not be hurried but rather allowed to work itself out naturally within the different school systems. In contrast, certain problems stood out prominently. Among these were rural education, educational and mental tests, health education, and visual education. Significant minor notes which received disproportionate interest compared with their place on the program were the topics of the junior high school movement and adequate school finances. The latter two will be treated first.

#### I. THE JUNIOR HIGH SCHOOL MOVEMENT

Aside from considerations of the junior high school curriculum and the necessary organization to provide for this type of school properly, attention centered particularly in the debate held on the question, “Is the junior high school delivering the goods?” Superintendent Ward, of Fort Wayne, in upholding the negative insisted that out of the four or five hundred institutions using this name but a mere handful were true to type, inasmuch as most systems had simply grouped together the upper grades or had brought certain high school subjects into these grades. Principal Remy, of Springfield, Massachusetts, on the other hand affirmed that in ten



years no educational movement has accomplished so much, and further pointed out that to the junior high school movement could be accredited more significant attention to the problem of individual differences, more diversified and better adjusted curricula, better holding power of the schools, and earlier promotion by subjects and according to pupils' needs. Considerable interest was shown in a film of four reels picturing the elementary and junior high schools of Duluth.

## 2. ADEQUATE FINANCES: FEDERAL, STATE, AND LOCAL

The futility of even discussing much-needed educational extensions of the present day or indeed of the provision of facilities as good as those of the pre-war period, has of late been clearly recognized, unless with that discussion is linked a plan for taxation and financial support to back up this program. One of the most frequently stated conceptions at the conference was that of the importance of "selling the enlarged program of education" to the pupils, the parents, and the patrons of the school.

The problem came up at various conferences, for example in the discussion of rural education and of the proper functioning of state education departments, but the interest here centered largely in the promise of the future passage of the Smith-Towner bill. Congressman Towner himself reviewed the history of this bill which, in addition to providing for the appointment of a Secretary of Education in the President's Cabinet, further provides for the spending of an initial sum of one hundred million dollars by the Federal Government to be used to encourage the states to make increased expenditures and to equalize the opportunities between the wealthier and the poorer sections of the country. It is hopeful that recently the state of Virginia has taken a step forward in removing the constitutional limitations on taxation and that her three nearest neighbors, North Carolina, West Virginia, and Maryland, have perhaps, as the saying is, "gone her one better" in such matters as the raising of property evaluations and the increase of appropriations to schools. This is a critical time and the next step in the Old Dominion on the part of teachers and all others con-

cerned directly in the problem of education is to see that no time is lost in entering upon a more adequate financial program for city and rural districts alike.

## 3. RURAL EDUCATION: ITS PROGRESS AND PROSPECTS

For a decade or more the national importance of rural education and better rural living conditions has been seen by statesmen such as Roosevelt, as well as by our educational leaders. Discussion of rural education has loomed large at many N. E. A. sessions, but never has so varied and comprehensive a program been presented as at the recent session. Moreover, fortunately the focus was changed and placed not so much upon the needs of the rural community in the way of adequate and increased facilities as upon actual progress as well as ways and means for capitalizing this progress and making it nation-wide. To this end, reports were given by city and county superintendents and teachers on enlarged activities in progressive schools.

However, one further very important note was struck. A few years have seen much in the way of an extended curriculum in the country community, but this curriculum has only been ruralized by the teaching of agriculture and kindred subjects and by injecting the problems of rural life into all subjects of study. In other words in our anxiety to un-citify the course of study for rural schools we have tended unduly to ruralize it in the hope of making it interesting and of keeping the country boy and girl upon the farm. Much interest will therefore be shown in an attempt in New York State to work out a properly socialized rural course of study, this attempt having been undertaken at the request of a large number of the farmers' organizations of that state. Perhaps we shall take a lesson from the plan of the new East Side high school plant in Cincinnati, which will include agricultural equipment for the training of city boys and girls and shall similarly try in the rural curriculum to present a socialized course of study which will include those elements which country life lacks. At any rate all will agree with the frequently voiced contention that the problems of rural education will be solved only as compensation and suit-



able living conditions attract our stronger teachers to the country.

#### 4. EDUCATIONAL TESTS AND INTELLIGENCE, OR MENTAL, TESTS

It has now been about ten years since Dr. Edward L. Thorndike devised with the help of his graduate students at Teachers College the first educational scale, namely the Thorndike Handwriting Scale. At about the same time he advocated, much against the convictions of many of his students and fellow-teachers, the rapid extension of these so-called measuring sticks to all subjects of instruction. This prophecy has been wonderfully fulfilled in recent years and the prophet has now been rewarded by being made Director of an Institute for Research in the Teachers College of Columbia University, which now trains over half of all the graduate students in education in the United States.

The part being played by these educational or achievement tests in school subjects, as evidenced in most of the major programs and the exhibits, strengthened the convictions of all that they have come to stay and that every teacher must sooner or later get on the educational band-wagon or lose caste. Perhaps the most interesting reports were made upon individual diagnoses in oral reading by Dr. Gray of Chicago University, and upon research in the field of silent reading by Dr. Horn, of Iowa University. It was the conviction of the latter that tests now devised, which test or aim to test only speed and comprehension of materials, must be revised and standardized to test also for organization of material and memory of material, that is, how the student relates or builds together the main items in his reading and how well he remembers them. He also noted that very different rates and types of comprehension were important in reading which was for skimming purposes and reading which was for mastery of the content in detail. He further called in question the extension of the use of phonics beyond at least the early grades, inasmuch as there is danger of building up vocal or muscular reading habits which operate to retard the getting of the thought and to delay speed in silent reading.

Probably greater interest was manifest-

ed in the subject of intelligence tests, or mental tests, largely because the subject is somewhat newer. However, already students in high schools and colleges, as well as elementary schools, are being tested. The rapidity of the movement for finding the relative abilities of students may be indicated by the fact that the National Intelligence Tests, which were based on the Army Tests given widely to soldiers during the war, and which have been on the market about a year, were sold during that time to the number of about half a million despite the fact that numerous other tests were already in the field. One sees at once the significance of the movement when one learns that in a very careful rating of the pupils of a large high school, intelligence scores ranging from 49 to 178 were found, that is, showing abilities ranging approximately in the ratio of one to four. Apt illustrations were made of the nature of the difficulty of the average teacher—for example, that she is trying to drive a forty-horse team where each member is quite unlike. Also that just as a group of boys of thirteen years of age are so much unlike in stature and physical development that while one can take only a two-mile-an-hour gait another can take easily a four-mile-an-hour gait, so they are equally unlike in mental gait.

In regard to all types of testing certain fundamental suggestions amounting almost to cautions were frequently thrown out as follows: (1) that tests should no longer be given for the purpose of giving and the results filed away in the archives of the superintendent's office or reported in educational journals, but that they should be given for the diagnosis of the educational problems of individual pupils and the improvement of their instruction; (2) that it is important at this time that we discontinue the making of a multiplicity of new tests and aim to refine and improve those we have; (3) that we seek in the use of tests—since they can be scarcely made "fool-proof"—to exercise the utmost care in both the actual giving and the interpreting, in the former case repeating where any uncertainty exists and in the latter either getting experts to score them or a number of people to give independent decisions; (4) and that after all, these tests represent largely the mechanical, technical, or scientific, and not the artistic, side of the educa-



tional process, so that, important as they are, teachers and educators alike should remember that they are but means in helping us to realize the great objectives and ideals of education.

#### 5. HEALTH EDUCATION

Health education, or physical education, was discussed in a majority of the different meetings in one phase or other. Dr. Strayer, fresh from the Baltimore Survey, where he had found schoolrooms in which the only light shone directly in the eyes of the pupils, school plants where the amount of play space was less than the amount of school-room space, and school buildings where the fire risk to the lives of the occupants was appalling, said that it was time that we saw to it that our schoolhouses were in no instances places of confinement where disease and loss of life were probable, and also that we should concern ourselves less about a hundred per cent ideal in spelling and more about a hundred per cent ideal in health and physical fitness. He added also that in the main we had been too much concerned with card indexes and the making of records of the physical defects of children and had actually done very little constructive work in either preventing or curing those defects which had been discovered.

The American Home Economics Association gave a full half-day program on the problem of the teaching of proper food habits in the schools. The feeling at the sessions of this Association was that in this field the objective must be changed from facts and habits in sewing and cooking to that of good health.

New methods of health education were demonstrated in the splendid charts of the National Child Welfare Association which are widely used in schools of all grades. Many interesting stories were told of the direct application of the lessons so learned by children in the high school and grades. Of unusual value also was the pageant given by Atlantic City school children of the Modern Health Crusade, entitled "King Good Health Wins." This illustrated how good health habits may overcome disease and it closed dramatically with a brief battle in which the knights of the double-barred cross conquered a monster representing the germs of disease.

#### 6. VISUAL EDUCATION

By visual education should be meant the applications of visual means and methods of instruction to the teaching of health,—as illustrated in the above discussion of health education,—of citizenship, of geography, or indeed of any subject in the school curriculum. There was a wealth of commercial exhibits of moving picture machines, stereoscopic and lantern machines and materials, while charts, maps, and pictures were much in evidence. As an indication of the interest in these matters the representative of one of the three magazines covering the field of education through motion pictures secured literally hundreds of subscriptions.

A suggestive comment was made by one speaker to the effect that while it is often said that instruction may go in one ear and out the other, no one ever says it goes in one eye and out the other. As proof of the progress being made, reports were given in detail of the steps taken in various city schools, and of extension work now being undertaken by most state universities and state departments of education in visual materials and their use. In fact, the professional training of the teacher will be rapidly expanded to include this aspect of work as indicated by the fact that films were shown at the various Association meetings on the junior and elementary high school, democracy and education, and thrift.

W. J. GIFFORD

#### EDISON SAYS:

"If a man has reached the age of twenty-one and is dead mentally, no amount of advice, example, or experience will ever change him in the slightest. If at some period between twelve and sixteen he can be interested in some subject and become enthusiastic, he will advance and become a high type of man. If not he will be a mental dead one."

Boards of education should have the power to select county superintendents from the country at large and should be required to select them only on the basis of professional preparation and ability.—P. P. Claxton, U. S. Commissioner of Education.



## II

## PRISON REFORM IN VIRGINIA

"Blackie was in some way involved in a bank robbery and was sent to prison with a life sentence. He was kept in a dark cell for twenty months with no bed or blankets, sleeping on the bare stone floor winter and summer and keeping his reason only by inventing games.

"At the end of this time he came out of the dark cell, blind in one eye and ill with tuberculosis, which eventually brought on his death; and with a grim and sullen hatred for humanity and a determination to 'get even', as he called it."

In these words Thomas Mott Osborne, former warden of Sing Sing Prison, New York, sums up the result of the penal system which all too often fails to reform offenders, fails to send them out into the world better, stronger citizens.

Mr. Osborne says that no system will ever succeed in the punishment of criminals, which leaves wholly out of consideration the fact that the beings who are to be punished are human. "Society has the right to send a man to prison, but reformation is the only legitimate purpose of prison discipline. Society has no right to deprive a man of his health, his capacity to work, his faith in God. . . . There is no such thing as a criminal type, mentally, morally, or physically. Criminals are not a type of beings set apart and different from other men; they are just natural human beings rendered abnormal by an unhealthy environment."

Accepting the soundness of Mr. Osborne's convictions, I shall try to give a clear account of conditions as they have existed in the prisons of our country and, more particularly, I shall set forth some of the most beneficial reforms being undertaken in our own state.

The main charges which are brought against the present penal system are these:

First, brutality has often characterized the treatment of prisoners, and this breeds in the prisoners a feeling of hatred and revenge for prison authorities, and indirectly for the state.

Second, solitary confinement in cells that

are unsanitary in every respect causes disease to flourish. The lack of exercise and the enforced silence reduces the prisoner to a state of depression and often of insanity.

Third, there is no organized system of labor in the prisons, as a rule. Men are assigned jobs regardless of ability or preference. They have no incentive for working, save that of fear, as they receive no return for their labor. Under these conditions a very inferior class of work is done. Whereas, if the men were paid a living wage and required to pay for their maintenance and allowed to save any surplus, there would be a real incentive for good work.

In 1919 a law was passed in Virginia allowing a man ten cents for every day he works. This is a start in the right direction, but it is far from being sufficient, for if a man works twenty-six days in every month in the year and saves all he makes, at the end of the year he will have exactly thirty-one dollars and twenty cents. Suppose he has a family.

Fourth, the monotony of prison life breaks whatever spirit the men may have. There is nothing to vary the same deadly, grinding routine, year in and year out. Each day is like every other day. There is nothing to arouse interest or to give variety to the dead gray scene. All are dressed alike, all act alike, all feel alike.

Fifth, the constant watching causes suspicion, fear, and a deep hatred for officers. Everyone distrusts everyone else.

Sixth, loss of individuality means a loss of initiative and hope. "This loss of individuality is a symbol of the system," says Mr. Osborne, "the effort to reduce all men to the same level, the level of the lowest and worst."

The victim develops a feeling of "What's the use, anyway?"

## DEFECTS IN VIRGINIA'S PENAL SYSTEM

In seeking to analyze the steps now under way toward prison reform in Virginia, it is well that examination first be made of some of the defects now apparent in our penal system.

First, a law which makes the sheriff of the county the jailer; the officer is the keep-



er of his prisoner; and the prisoner must board with the officer who arrests him. The harm comes in putting the temptation before the sheriff of jailing every man he arrests, that he may thus have another boarder, or that he will be slow in releasing his prisoner or in transferring him from his custody to another prison, thereby losing a boarder and so reducing his fees.<sup>1</sup>

Second, there is no parole officer connected with the penitentiary. In 1909 Superintendent Morgan pointed out that Virginia was the only state with a parole system and no parole officer. It seems strange that the Virginia Legislature should be satisfied to ignore this defect.

The penitentiary should be looked upon as a reformatory institution—a place where a man who is morally sick can be cured of his disease and receive training which will give him the right ideas concerning his responsibility as a citizen.

Consider this extract from a letter written by a released prisoner. "I thank God that I was sent to the penitentiary, for before this I was going from bad to worse as fast as I could; now I have Christ in my heart and I am going to live a right life."<sup>2</sup> This shows what a prison with the idea of reformation rather than of punishment can mean to men.

That a penitentiary should be a reformatory institution is clearly set forth in a report of the Prison Survey Committee of New York. The prison problem is approached as an educational problem: "The main purpose of the committee is to create and develop an incentive to right living."<sup>3</sup> Hardly a mention of punishment is made in the whole report. It is a far cry from the prison as a place of harsh punishment and 'legal revenge' to the prison as an educational center, but this is becoming the aim of nearly every modern prison.

Third, justice works too slowly. A speedy trial is the very beginning of justice, and is duly provided for by law, but as we know, there are many cases in which this

provision is violated and the accused is held for many months before he is given a trial.

Fourth, there is no system by which prisoners may be segregated according to the nature of the offense or the age of the offender. A boy or young man who has committed an apparently trivial crime on the impulse of the moment and with no malicious intent is sent to the penitentiary, numbered, and held in confinement with the worst type of criminal, who makes his boast that none can reform him. This is entirely contrary to all natural laws.

In any line of commerce the product is graded. An apple grower sorts his apples according to quality. And he is careful not to put good apples with defective ones, as he knows this will cause the perfect fruit to decay. The above-mentioned young man is more severely punished by simply receiving the sentence, by wearing the stripes, and by the confinement, than his cellmate would be by the most severe corporal punishment. We must realize the fact that the same punishment can not be meted out to all alike. We must take into consideration the individual who is to be punished.

#### REFORMS UNDER WAY IN VIRGINIA

In Virginia in the last few years there have been some very beneficial reforms; the people of the state are slowly awakening to their responsibility. Governor Westmoreland Davis has concerned himself with plans for the re-organization of our penal system and these have been available for use in this paper through the courtesy of the Governor's aide, Colonel LeRoy Hodges, and the superintendent of the penitentiary, Mr. J. B. Wood. These plans include:

First, complete physical examination of all prisoners. In regard to the care of sick prisoners, the Superintendent of the Penitentiary in 1909 reported that the tuberculosis hospital at the state farm had proved a success beyond his expectations and the increase in the number of patients had made it necessary to consider the erection of additional rooms.

The death rate at the farm in 1899 was sixty-two per thousand; in 1909 it was thirty-three per thousand; and in 1918 the death rate was only seven per thousand.

<sup>1</sup>This was brought to my attention by Rev. J. R. Ellis of Yancey, Virginia. For this law, see Sect. 2869 of the Code of Virginia.

<sup>2</sup>Annual Report of Ex-Prisoner's Aid Society—1910.

<sup>3</sup>The Survey—October 30, 1920.



The following statistics taken from the annual report of the penitentiary for 1909 and 1918 should be of interest:

	1909	1918
Total in prison	2,724	1,923
Total deaths (disease)	26	6
Tuberculosis (treated)	22	12
Rheumatism (treated)	143	37

These figures taken at random from the two reports could be extended to include many other heads, but they alone are sufficient to show that there have been some very marked improvements in health conditions in the penitentiary.

The Prison Survey Committee of New York states that no prisoner with any communicable disease should be released unless there is absolute assurance that he will be sent to a hospital where he will receive proper care and attention and where there will be no danger of his spreading the disease. In line with this attitude and under the auspices of the medical fraternity of Virginia, all venereal diseases are now being scientifically treated.

Second, under the direction of Dr. K. J. Hoke of William and Mary College, a mental examination and classification of all prisoners at the penitentiary is being made. The work is being carried on by members of the William and Mary faculty.

I am informed by Dr. Hoke that the prisoners are being classified by means of the Stanford Revision of the Binet-Simon Test, in order that adequate training may be provided for the inmates. Two classes in common branches of school subjects for those with very little training have been opened, and plans are being perfected by which there may be given vocational training in connection with the automobile industry, printing, tailoring, shoemaking, and woodwork.

This plan conforms with the announcement of the Prison Survey Committee of New York to make all mentally and physically normal prisoners self-supporting. The statement points out that no manufacturer hiring free labor would employ three men of subnormal or abnormal ability to work beside two normally intelligent persons in his factory. Yet this is done in effect under our

present penal system which puts into one institution—and often in the same shop—the low-grade moron and the normal inmate. Until we learn to distinguish between these and to segregate them in separate institutions, all hope for industrial progress in the prisons must be abandoned.

These mental tests will, to a large degree, facilitate the classification of the prisoners.

The mental examination and classification will also have an important bearing on the parole, as no prisoner should be released who is either mentally or physically unsound, unless reasonable assurance can be given that he will be properly taken care of outside.

Third, the recreational and amusement activities of the prison are to be re-organized, according to Colonel LeRoy Hodges. Superintendent Wood informs me that the penitentiary now has a good band, moving pictures, baseball in season, and that all such things along these lines have been in use for the past eight years.

Fourth, the stripes have been abolished and prison uniforms of brown have been substituted. Superintendent Wood says, "The change of uniform is only partially completed, and has been in vogue for such a short time that I am rather unwilling to pass judgment upon the effect it will have, but I cannot see how it would be otherwise than pleasing to the prisoners." This should have a very desirable effect on the men. They will come to feel that each one is a distinct being who is entirely responsible for his own acts and not just a part of the seething gray mass, with no initiative, no responsibility, no individuality.

Fifth, a prison library has been established, and daily newspapers and current magazines will be admitted for the use of the inmates. The library is in charge of a prisoner and is accessible to everyone in the prison.

In addition to these reforms, attention should be called to the work of the Ex-Prisoner's Aid Society. This society was organized at Richmond in 1909 and has always been an ever-present help to released prisoners. The chief work of the society is to visit men in the penitentiary before they come out, inquire into their plans, and offer



them the sympathy and aid which they need. On the morning of his discharge, each prisoner is met at the penitentiary and taken to his home or his train, and whenever possible he is given his breakfast.

Suppose a man has been in prison for several years and has no relative or friend to whom he may go for help upon his discharge, what a difference it would make to him to have someone at the prison gate to meet him, take him to breakfast, and help him get his bearings again.

In his annual report for 1910, Rev. G. F. Williams, superintendent of the white department of the Ex-Prisoner's Aid Society, mentions two instances of discharged convicts with exactly opposite experiences:

A convict was discharged from prison and had eighteen dollars saved from his work. He at once sought employment, but was met by requests for his credentials and was turned down. He went from place to place with the same results.

After several days of such effort he had spent all his money. He asked a man for something to eat; the man looked at him and said, "You are as able to earn your living as I am." In desperation he went on and soon came to a jewelry store. He went in and slipped a piece of jewelry from the counter, was immediately caught, taken back to jail and booked as a confirmed criminal.

An opposite case cited in the same report is this:

"A man met me at the Locomotive Works and warmly grasped me by the hand and with a radiant face said, 'I am getting along fine. I have put in a solid month's work here. I have paid my board bill and have some left. Life is worth living after all, but I had about come to doubt it before you came to see me the morning before I was discharged.'"

The contrast of the two is indeed instructive.

Progress, then, is most evident in the tendency toward the following objectives, as a part of the movement for prison reform:

1. Abolition of cruel punishments.
2. Parole of convicts whose conduct has been good.

3. New attention given to a study of prisoners, their environment and past history.
4. Probation without imprisonment for first offences, with friendly surveillance.
5. A higher standard of prison construction and prison administration.
6. Recognition that labor is an agent for good.
7. An allowance to prisoners of a share, if not all, of their earnings.
8. Separation of accidental from habitual criminals.
9. New emphasis laid on preventive rather than reformatory measures.
10. An increased consciousness on the part of society as to its responsibility.

The last I mention as a probable tendency, although in reply to my query Mr. Osborne has said, "The nation is only beginning to show signs of awakening." He adds, "The main trouble is that the public, while it is easily aroused to sentimental interest in the matter, before it rushes to something else, fails to understand the real principle at the bottom."

RUTH RODES

#### \$10,000,000 LARGELY WASTED?

In the opinion of Dr. David Snedden, of Columbia University, the \$10,000,000 spent annually in the United States teaching children foreign languages is largely a waste of money.

Speaking at an N. E. A. session at Atlantic City, he said: "What proportion of pupils really have use for a foreign language? Only two percent of graduates at the age of thirty are interested in foreign language and its literature; the other ninety-eight percent care nothing about it."

The one hundred and twenty-fifth anniversary of the birth of Horace Mann will be observed in many schools on May 4.



## III

HELPS FOR THE TEACHING OF  
VIRGINIA HISTORY

## FIFTH INSTALMENT

THE CELEBRATION OF HOLIDAYS AND  
ANNIVERSARIES

The live teacher will seize the time, the occasion, as it presents itself, to vitalize her work through appropriate celebrations, thus enabling the children concretely and objectively to embody their notions and their ideals.

Each month a fine project in manual art may be provided by having some pupil make a large calendar for the month, using a full-size sheet of Bristol board or some other suitable card board of equal size. Marking off the spaces accurately and putting in the letters and figures neatly will afford a task worthy of the highest skill, yet possible in some degree to the inexperienced worker. The letters should not fill their respective spaces, but they should be large enough to be easily readable across a large room.

The days of special historical interest should be indicated in red letters, and the calendar should be fixed on the wall during the whole month or at least until all the red-letter days have been accounted for.

In connection with this scheme of a monthly calendar, a program of the notable days chosen for special celebration during the school year could be prepared and posted. It would be unwise to attempt in any one year to celebrate all of the days that would be found worthy and appropriate for such distinction. Every day in every month, almost, is a red-letter day somewhere in the United States; and even when one limits himself to Virginia history the list is remarkably long. Accordingly, it is suggested that a sort of cyclical order be adopted whereby the number of celebrations provided for each year is limited to four or five, or possibly six; with a view to comprehending the whole available number in five or six years. Such a plan will avoid too much repetition and monotony and will at the same time present some educational advantages by

making the pupils acquainted with a large number of characters and occasions.

Below are presented several tentative programs, each one covering the school year and all together composing a five-year cycle.

## I

September 24—John Marshall  
November 19—Barnas Sears  
January 19—Robert E. Lee  
February 22—George Washington  
April 12—Henry Clay  
May 13—Jamestown Day

The date given in each case is the birthday of the person honored or the date of the incident celebrated.

Barnas Sears was not born in Virginia, but he lived several years in the state and was an influential figure in the educational movements of the time.

In outlining a year's program an effort should be made to select characters and occasions that will represent different phases of life—education, literature, government, science, etc.

## II

October 12—Discovery Day  
November 3—John Esten Cooke  
January 21—Stonewall Jackson  
March 16—James Madison  
April 13—Thomas Jefferson  
May 13—John Smith

October 12 is not only the anniversary of the discovery of America by Columbus, it is also the anniversary of the death of General Lee. The exact date of John Smith's birth is perhaps not known, but Jamestown Day may certainly be devoted to him now and then with entire propriety. In like manner, a program relating to Pocahontas will be fitting to the same occasion. See next outline.

## III

October 7 — Campbell and King's  
Mountain  
November—Thanksgiving Day  
February 22—Washington's Mother  
April 13—Jefferson's Dream  
May 13—Pocahontas



## IV

September 23—William H. McGuffey  
 November 11—Armistice Day  
 December 28—Woodrow Wilson  
 January 24—Matthew F. Maury  
 April 28—James Monroe  
 June 5—J. L. M. Curry

It would add a fine touch to the occasion of the McGuffey celebration if one or two of the older members of the community, who as pupils in school years ago used McGuffey's readers or spellers, could be enlisted to take part in the program. It might be possible here and there to find enough of the old McGuffey books in the neighborhood to supply all the materials necessary for the celebration.

## V

October 19—Yorktown Day  
 November—Thanksgiving Day  
 January 19—Edgar Allan Poe (Also, Robert E. Lee)  
 March 29—John Tyler  
 April 30—First Inauguration of Washington.  
 May 29—Patrick Henry

For materials, the reference reading lists in the textbook (*Wayland's History of Virginia for Boys and Girls*) may be found of service. In addition, every school library should contain that excellent set of books, *Library of Southern Literature*, edited by President Alderman and others and published by the Martin-Hoyt Company, Atlanta, Ga. In the attractive volumes of this monumental work will be found valuable materials regarding every Virginia author of recognized standing. That is to say, almost or quite every person named in the above programs is given generous space and treatment in *The Library of Southern Literature*.

In a large school it might be found practicable to assign all of the above programs for use at the same time (for the same year), each one being given to a particular department or grade.

## IV

## MODERN ARITHMETIC

"The mathematical ignorance of the average educated person has always been complete and shameless, and recently I have become so impressed with the unedifying character of the arithmetical teaching to which ordinary children are liable to be exposed that I have ceased to wonder at the wide spread ignorance."

The above quotation from the preface of a little book written some fifteen years ago by an able Englishman, in which he referred to the arithmetic teaching to which English children were liable to be exposed, seems to be just as applicable to American children of today. Although the Perry Movement started a wave that has to a large extent wiped out the old textbook of "rules and cases" with little rational explanation and with its hordes of puzzle problems, it went too far and substituted rational explanations which were not rational to a child of arithmetic age and which therefore must be committed to memory in order to be recited by the child. It produced a set of arithmetic texts which made no careful distinction between the fundamental rules, the operation of which must become mechanical, and the rational processes to which these fundamental operations should be applied, and left in the texts and in the courses for which these texts were used as a basis numerous comparatively useless topics. Take for an example a course of study outlined for one of the states not so very long ago:

Grade 1, ages 6-7 years. Number space to 100, Addition tables, Process of carrying, Subtraction.

Grade 2, ages 7-8 years. Multiplication to  $9 \times 9$ , Carrying in multiplication.

Grade 3, ages 8-9 years. Multiplication to  $12 \times 12$ , Multiplication of more than one figure, Long division, Measures.

Grade 4, ages 9-10 years. Fractions—all operations, Measures—all tables.

Grade 5, ages 10-11 years. Decimal fractions, Denominate numbers.

Grade 6, ages 11-12 years. Review of frac-



tions, Percentage, Profit and loss, Commission, Simple interest.

Grade 7, ages 12-13 years. Percentage completed, Simple and compound interest, Simple banking business, Ratio and proportion, Square root.

Grade 8, ages 13-14 years. Review of measures, Application to measurement of common surfaces and solids, Rapid calculations, Stocks and bonds, Insurance, Taxation, Algebraic notation sufficient for the use of formulas.

Let us examine this outline from a practical point of view. When the four fundamental operations — addition, subtraction, multiplication and division—of integers, fractions and decimal fractions have been carefully taught in such a way that they become purely mechanical operations, the pupil has learned absolutely all the pure arithmetic for which there will be any demand in later life, and unless he is going to specialize (in which case special rules and forms will be given him at the proper time), only the simpler fractions need be introduced. When it comes to denominate numbers, how many people besides teachers know or care what a dram avoirdupois weight is? What is a cwt.? How many pints in a bushel? To quote again from Lodge: "The cumbrous system of weights and measures still surviving in this country should not be made use of to furnish cheap arithmetical exercises of proposterous intricacy and uselessness."

The writer dropped into a modern school some time ago and was asked by the principal what classes he should like to observe. Indicating a preference for mathematics, he was shown into an arithmetic class; and this is what he saw. The class was working in denominate numbers, and after two weeks, the teacher said, had reached square measure. The pupils at the board were struggling to reduce a given number of square inches or square feet to acres (as if such a reduction should ever be necessary). The numbers 9, 44,  $30\frac{1}{4}$  apparently had no meaning for them except as part of a 'table'. One pupil was having a hard time dividing by nine by *long division*, another was struggling to know how to get the proper remainder after dividing by  $30\frac{1}{4}$ . He apparently knew that he must multiply by 4 and divide

by 121, but he could not get the proper remainder. The mechanical work was slow and inaccurate. In a moment's conversation, as the writer was leaving the room, the teacher imparted the information that he was having a hard time 'teaching them to divide by  $30\frac{1}{4}$ '. Upon being asked why, if this must be done, it was not done in the form  $30.25$ , he replied that he would teach both ways before he got through with it, and added that he 'hoped to get as far as compound addition in eight weeks more.' Ten weeks on that sort of thing! and they could not multiply and divide correctly.

Simple interest is not simple, nor practical either, in the usual form of: Find the interest on \$342.97 for three years, seven months, and nineteen days at five percent. Ask yourself, gentle reader, if you ever borrowed any money (if you are a teacher I presume you have) and failed to pay the interest the very day the year was up, what was the attitude of the lender? Then there is the inverse case of commission, usually given in a form in which it is not used; and compound interest worked by the long method, and used chiefly by bankers and actuaries, and by them done entirely by previously prepared tables.

Stocks and Bonds, Insurance, Taxes! If you or I want to invest in stocks and bonds we go to a reputable broker and get him to do our buying and selling for us and pay him without question the brokerage he asks. We pay our taxes by the amount that is on the tax ticket, and not by our calculations as to what should be there; and, as for insurance, we have to pay the premiums that the agent reads to us out of a little book that he carries in his pocket, the method of obtaining which even he does not know.

I might speak of the calculations for carpeting, papering, plastering, brick-laying, painting, roofing, etc., but I will not. If we might only take some of the time devoted to these things, so useless and monotonous to the pupil, we might be able to teach pupils who would appreciate the fact that after all is said, in any problem the important thing is the correct answer in the shortest time possible. If our pupils could be trained in speed and accuracy in the fundamental operations they would not be hampered when



the time came for them to make rational applications of these operations.

Let us consider the minimum essentials of a course in arithmetic. Perhaps they may be summarized as follows:

#### THE WHOLE OF PURE ARITHMETIC

Addition, subtraction, multiplication, and division of integers.

Common fractions introduced both as parts of a unit and as indicated division. (It will be noted that the latter gives an easy rational explanation of such processes as changing an improper fraction to a mixed quantity, changing a whole or mixed quantity to an improper fraction, and reducing fractions to higher or lower terms). The four fundamental operations applied to fractions.

Decimal fractions, including the changing of decimal fractions to common fractions and the reverse, and the four fundamental operations applied to decimal fractions.

Let these operations be thoroughly drilled into the pupils during the first five grades until they become entirely mechanical, the drill work being varied by simple exercises which bring out the arithmetic facts and their uses in the daily life of the child, care being taken that the numbers used are not such as to tire the child in the accomplishment of any single exercise and that the reasoning is not so difficult as to take the child's mind too much off the mechanical operation that he is using. When this has been done let arithmetic stop.

At the beginning of the sixth grade perhaps we might introduce a new course called 'Computation', written a little less formally than the usual texts on arithmetic. The opening chapter might begin somewhat like this:

"We have all studied arithmetic. We have learned to add, subtract, multiply, and divide numbers. This knowledge will enable us, if rightly used, to make most of the calculations needed in practical life. The subject, the study of which we are now entering upon, computation, may be said to be the application of the principles of arithmetic to the solution of problems which arise in the daily lives of some of us, and this study is a guide to the proper application of these principles."

Presupposing the knowledge of the four fundamental operations, succeeding chapters might be as follows:

Chapter 1. *Cost of Supplies*. Problems relating to the cost of food, clothing, live

stock, toys, etc., could be introduced and with them the common measures of length, capacity, and area.

Chapter 2. *Bills and Accounts*. In this chapter the pupil not only gets practice in the same sort of computations that were introduced in the previous chapter, but also learns the proper form of making out a bill, receipting it, and making change when a bill of larger denomination is presented in payment of an account.

Chapter 3. *Personal Account at a Bank*. In this chapter the pupil learns what a bank is, the guardian of one's money, and how to open an account and draw a cheque in payment of a bill, how to indorse a cheque and deposit it in the bank, the value of a cancelled cheque as a receipt. And he gets further practice in actual computation and in elementary book keeping by means of the problems.

Chapter 4. *Areas*, chiefly floor space and city lots calculated in square feet or fractions thereof, and land calculated in acres and fractions of an acre, or perhaps in square rods, introducing such portions of the tables as needed.

Chapter 5. *Extension of Arithmetic*. Percentage as developed from decimal fractions. The three problems of percentages developed in a logical way as applications of fractions.

Chapter 6. *Rent*. Rent as money paid for the use of property. Rent determined as a certain percent of the capital invested in the property after certain yearly fixed charges for repairs, insurance, and taxes have been deducted. Problems bringing out these principles.

Chapter 7. *Interest*. Interest as money paid for the use of money. Rent payable monthly, interest payable yearly (or at the banks at shorter intervals). The lending function of a bank. Discount at a bank. Notes and other evidences of indebtedness. Compound interest explained and illustrated and exercises to be solved by means of interest tables. Savings banks.

Chapter 8. *Arithmetic Applied to the Household*. Budget: division of income for shelter, upkeep, food, clothing, higher life and savings.

To these chapters might be added an



appendix containing chapters on commission, insurance, both fire and life, stocks and bonds, taxes and other business activities, giving a theoretical exposition of the methods used and showing illustrative exercises, but confining the problems to the results of investments made when definite data are given as to the cost of these investments by the commission merchant, the insurance agent, the stock broker, or the assessor.

These latter chapters might be very well omitted, or only given at the discretion of the instructor.

It is the opinion of the writer that such a method of procedure may perhaps be the answer to the ever-present search for a course in arithmetic suitable to the needs of the junior high school, and also that such a treatment of the subject might perhaps eliminate some of the arithmetical weariness and dislike of the pupil who has been dragged through a course of, to him at least, apparent uselessness. Is it not possible that a course planned in some such way as this might be finished in the seventh grade, leaving the mathematics of the eighth to be given either as algebra to the pupil who expects to continue through the high school or as book-keeping for those who will not continue?

The writer is deeply interested in this subject and invites discussion as to its plausibility.

HENRY A. CONVERSE

## V

### HEALTH THE RECONSTRUCTION CENTER OF HOME ECONOMICS TEACHING

The home economics conference of the N. E. A centered its attention about four of the most vital problems confronting the teacher of home economics in the high school and in the grades. The problems were put as follows:

1. Does home economics teaching function as it should for the girl of high school age?
2. Methods of contributing to vitality of teaching in the grades.

3. How can the school child be given an interest in right food habits through regular school channels?

4. Factors involved in training girls as consumers.

The keynote of the convention was that of the reconstruction of teaching home economics, and placing future emphasis upon "health" and "economics of buying." Much stress was placed upon the fact that the teacher of home economics has a greater responsibility than merely that of teaching the fundamental principles of "cooking" and "sewing." She must consider each child as a future citizen of the nation, who must be prepared to render the most efficient service of which she is capable; and in order that she may be mentally efficient, she must have that degree of health which makes for "initiative, endurance, and success." All work, therefore, bearing upon foods and clothing must necessarily have for its objective the maintenance of health. Millions of dollars are spent annually for food, clothing, and upon household operations by the women of America. Is it not imperative that every girl and woman should understand the economics of buying, that she should be taught to look upon food, clothing, and furniture as merchandise?

In this reconstruction program the teacher of home economics finds herself not only laden with a responsibility for her students, but with a very definite responsibility to the community in which she lives. Miss Agnes Craig, of Springfield, Mass., stressed the necessity of the correlation of all high school subjects; that each subject should be taught with a view to contributing to better home making and better community life. She deplored the fact that the American women were not concentrating their interests upon one phase of social betterment and actually performing a service to their communities, but that each woman who felt the desire of leadership set herself about organizing a social service club, regardless of the community's need or the number of existing organizations which were carrying on parallel work. She felt that women had proved their ability to cope with men, and now that it was time to plow down in their expression of self-determination, and use the power



which lies within their hands to work out the problems of the home.

Miss Mary E. Sweeny, president of the association, in her opening address emphasized the effect of the war upon the status of home economics. Before the war the housewife and the home economically trained woman did not "speak the same language," that is, the scientific terminology of the housewife. During the war the housewife found the home economics teacher proving that she could be practical and conservative and that she had a scientific knowledge which was applicable to meeting various critical situations. Consequently, "since the war home economics has awakened to find itself a place in the sun." But that position was secured only because we were able to make a real contribution to the nation in a time of need, and it will be maintained only so long as we are able to function in the life of the nation.

"Home economics," she said, "must stop being the appendage of education, and the step-daughter of agriculture." We never can sell home economics to the women of America unless we have a big constructive program. It needs propaganda. We must advertise its growth and get it before the people. We must free the public of some of its ideas about our technical phraseology. We can teach health and nutrition without using the terms "calories," "protein," "carbohydrates," "vitamines," or "balanced menus."

We must prove to the housewife that we are human, that we are social, and that we are preventive in our aims and methods of work.

Home economics departments are being added to high school curricula at the rate of six hundred a year. In many of these schools they are added without any definite purpose in view. The laboratory is frequently a room which no one else wants to use for a recitation room. Too frequently it is located in the basement or upon the third floor of a building not considered good enough to house the administration offices, and the equipment has no definite standard, nor has the young, inexperienced teacher, who is often classed as a special teacher, any definite relation to the other members of the faculty or the workings of the school as a whole.

The time is past when the teacher of home economics should be looked upon as a special teacher. She is as much a part of the regular high school faculty as the teacher of English, chemistry or mathematics, and she should assume as much responsibility as they in building up all departments of the school. She must put herself in touch with all lines of education, and it would be unfortunate, indeed, if she limited her efforts to the narrow confines of her technical subjects, and lost the vision of the broad minded, cultural education, which is the right of every American girl. There is no average girl; therefore, there can be no average problem nor method of presentation, although, there are still teachers who cut holes in red flannel to darn with black cotton while each girl possesses a mending basket filled to overflowing in her own home. Each individual girl presents the need of a special problem, and it is only as the teacher determines these individual needs and helps in meeting them that her work is functioning in the lives of her students. And home economics must function in the next ten years or it will necessarily pass away.

Mrs. Henrietta Calvin, of the Bureau of Education, Washington, D. C., recommends making home economics subjects compulsory in the seventh, eighth, and ninth grades and elective in the tenth, eleventh, and twelfth grades. Many girls not only leave school at the end of the ninth grade, but during those years are establishing standards and ideals which are not easily put aside. For this reason, it would be well for many home economics teachers to consider their food and health habits, and check upon their own manner and style of dress. At this age, the girl should be given the ability to modify her own environment. If she is taught to understand the buying power of money, she will more readily appreciate why her parents cannot indulge her in all the new and latest styles of clothing, and why money spent upon foods which do not make for health is preparing the way for disease and inefficiency. Mrs. Calvin told of visiting a class in home nursing, to whom she put the question, "Why should you drink plenty of water regularly?" They could not answer. They had been taught to give first aid and to meet emergencies, but they had lost sight of



the simple function in the maintainance of health.

Mrs. Eveyln Wight Allan, Prin. of the Girls Commercial High School, Brooklyn, N.Y., said that the Commercial High School was most in need of the social phase of the home economics work. She thought she could get along without a kitchen in her school, but would need a dining room and living room. The business girl needs to know food values, and how to choose wisely the food she eats, but she rarely has time or occasion to cook it. The business girl does not need the technical knowledge necessary to make her own clothes. She has no time, nor room, nor equipment with which to sew. But she does need to know how to buy her clothes to the best advantage. The average customer considers only style and price, and knows nothing of the wearing qualities of materials or the suitability of color or style of the garment to her own personality.

The business girl cares a great deal about her social manners and personal appearance. She is eager to learn how to meet people easily, and under all conditions to maintain poise. For this reason Mrs. Allen thinks the social phase of home economics as expressed in the dining room and living room would be best suited to the needs of the girl of the Commercial High School. Mrs. Allen thinks the economy of buying should be taught similarly to a course in salesmanship. She believes every girl who goes out to teach textiles and clothing should go into some good reliable store, and there serve as a saleswoman. It is only by handling materials and studying the demand that the girl is going to learn that economy of buying is safety and ignorance is waste.

In the discussion which followed the reading of this paper, it became very evident that the economics of buying was going to be a most important factor in the future methods of teaching home economics subjects. Foods, clothes, and furniture will be considered as merchandise, and it will be the teacher with this additional knowledge who will be most in demand.

Every effort is being made to vitalize the work of home economics in the public school; and Miss Treva Kauffman of Albany, N. Y., has probably done most in creating an interest—by means of the home

project; while Wisconsin is doing some encouraging work with the school project. Miss Adelaide Van Duzer, of Cleveland, Ohio, is creating a great deal of interest in the teaching of sensible dress by the use of some very attractive, life-like dolls. The children dress the dolls in sensible, comfortable clothes and then are allowed to take them home for a week-end visit, thus giving an object lesson to the mother who has not understood how to make or buy the right kind of clothing for her own child. Each child is provided with her own pattern, and encouraged to repeat the problem in suitable materials for herself. These dolls are adaptable models and may be used to illustrate the proper dress for babies, small children, and girls of high school age.

Miss Florence Willard of the Washington Irving High School, New York City, presented some valuable methods of interesting high school girls in good food habits through the regular foods and cookery classes. She has each girl weighed and measured as she enters the class, and then checks up with the standard height and weight.

Miss Willard has discovered that, although most girls make an average increase up to 13 or 14 years of age, about that time they lose quite perceptibly. A fact which, when brought to her mind, interests the girl at once in her own health. She is then taught her energy requirements, given a knowledge of food values, and interested in making a wise selection of foods for her own individual needs. She is taught to market for these foods to the best possible advantage, and is then taught a scientific, attractive method of cooking the food. Her interest in establishing good food habits for younger children is enlisted through requests which come from the grade teachers for posters, health stories, and health suggestions for language lessons.

Miss Mabel Bragg, Assistant Supt. of city schools of Newtown, Mass., followed with an enthusiastic report of what her grade teachers were accomplishing in the establishment of good food habits. Miss Bragg says, "Principals want healthy, happy children in their schools." She found some objections raised at first to the mid-morning lunch of milk and a cracker, but she never compelled a child to drink milk, and he very



soon saw he was being left out of something which the others enjoyed very much and always later asked the privilege of joining the group. So much stress was placed upon the necessity of eating a good breakfast before coming to school that one morning a small girl who had been unable to secure breakfast before she had to leave for school, forced her father to bring her breakfast to her as soon as it was prepared. Miss Bragg feels that the interest and type of work which they are able to secure from the children have proven to her without a doubt the merit of establishing good health habits.

Possibly one of the most fascinating papers read at the convention was the one given by Mrs. Green, of Missouri. Mrs. Green introduced herself as "just one of those ignorant mothers who needs all the help she can get to raise her own daughter." But she succeeded in making us all feel that with a few more such mothers the necessity for teachers of home economics would soon pass away. She presented the challenge of the adult woman to home economics. She feels that valuable as home making subjects are to the girls in the high school and college, they are never really appreciated or understood until the girl enters her own home, and indirectly responsible for the preparation of food, the management of the house, and the care of a child.

It is these young women who, Mrs. Green thinks, would be most benefited by courses which would give them advice and counsel at the time when it is needed most. She also threw out a most searching challenge to the institutions of higher learning when she told of her method of selecting a college for her daughter. She prepared a questionnaire which she sent to four women representing four of the leading universities and colleges. In that questionnaire she made the following statement:

"I am seeking a college for my daughter that will teach her, first, to carry her part in making an ideal American home; second, to aid her in the development of leadership; third, to enable her to maintain her own social standing; and fourth, an institution in which she will come in contact with fine, noble women teachers."

From each questionnaire came the same answer: "Do not send your daughter here."

What can be the matter? Has she asked the impossible? Are her standards too high? Does not every American mother have the right to expect just this from the college to which she sends her daughter? Or are we as institutions of higher learning falling short of our highest good? If every subject in the college curriculum was taught not for the subject matter alone, but with a view to its functioning in the betterment of American ideals and home life, could we not then qualify?

GRACE BRINTON

## VI

### PROGRAM OF DISTRICT "G" TEACHERS' MEETING

HARRISONBURG, VIRGINIA

THURSDAY, MARCH 24

Address, Hon. Harris Hart, Superintendent of Public Instruction, Richmond, Virginia.

Music

FRIDAY, MARCH 25

Easter Service.

"Report of the Department of Superintendence of the N. E. A.," Mr. W. H. Keister, Superintendent of Harrisonburg Public Schools.

"The Call of the Teaching Profession," Mr. A. B. Chandler, Jr., President State Normal School for Women, Fredericksburg, Virginia.

"How Teaching May Be Made More Truly a Profession," Mr. S. P. Duke, President State Normal School for Women, Harrisonburg, Va.

"The Ideal Teacher," Mr. G. L. H. Johnson, Superintendent of Public Schools, Staunton, Va.

Departmental Conferences:

Superintendents, Principals and High School Teachers, Supt. John C. Myers, Chairman

"Next Steps in the Development of Virginia's High Schools," Mr. Henry G. Ellis, State Supervisor of High Schools.

"General Science in the High Schools," Mr. Marvin N. Suter, Instructor in Bridgewater High School.

"Home Economics in the Small High School," Miss Grace Brinton, Head of Home Economics Department, Harrisonburg Normal School.

"A Discussion of the Manual and Courses of Study for the High Schools of Virginia," Mr. Milton C. Hollingsworth, Principal Edinburg High School.



"How We as Schoolmen Can Help Rural Communities," Mr. A. L. Bennett, Superintendent of Public Schools, Albemarle County.

#### Elementary Teachers Conferences:

Chairman, Miss Katherine Anthony, Harrisonburg State Normal School.

#### Demonstration Lessons:

Reading, Grade I, Miss Lillie Belle Bishop  
Games, Grade III, Miss Zoe Porter

History, Junior High School, Miss Ethel Spilman

"The Functions of Teachers' Associations," Dr. W. T. Sanger, Dean Bridgewater College.

"Some Phases of the Development of Secondary Education," Prof. C. G. Maphis, University of Virginia.

SATURDAY, MARCH 26

#### Business Meeting

Address, Mr. Geo. H. Guy, Executive Secretary State Co-operative Education Association, Richmond, Virginia.

"Rural School Standards," Miss Rachel E. Gregg, Supervisor of Teacher Training, State Board of Education, Richmond, Virginia.

#### High Spot Conferences:

High School Section—Chairman, Mr. Milton Hollingsworth, Principal Edinburg High School.

Elementary Teachers—Chairman, Miss Ada E. Baugh, Rural Supervisor, Rockingham County.

## VII

### SOME AIDS IN PHYSICAL EDUCATION

#### SUGGESTIONS FOR THE INEXPERIENCED ORGANIZER

The two most interesting aspects of physical education that are receiving special emphasis at present are the physical examinations made with a view to bringing the health of children up to a higher standard and the very marked change in the method of teaching athletics.

Splendid results have been accomplished with that part of the physical examination program that deals with the weighing and measuring of children. The weekly record kept by each child gives him the much-needed part in comparing his condition with standards to make the subsequent changes in

diet and exercises required to bring his weight either up or down seem worth while to him. A fruitful method of arousing interest in this phase of the work is a Health Week, in which health talks, original playlets by children, posters, scoring points by classes for certain improvements, say, in posture, clean hands, face, and teeth, number of baths, proper diet, and so on, are used to the point of reasonable and good spirited competition. This Health Week is followed throughout the year by weekly scoring. Physical exercise can secure a more genuine interest, with the other good results, if the work is aimed to accomplish some definite improvement. Here, too, the home economics work can gain in effectiveness, if the school lunch is used to show the definite improvement obtained by the proper food properly prepared. Good charts for the weighing and measuring of children can be obtained from the Department of Interior, Bureau of Education, Washington, D. C. Charts for corrective exercises, such as fallen arches, round shoulders, constipation, etc., should be secured from the Bureau of Social Education, 600 Lexington Avenue, New York City. In every school there should be scales for the weighing and measuring of children. The following references are sufficient for any needs in this line:

The Fairbanks Company, Broom and Lafayette Streets, New York City.

Single quantities, with measuring rod 4 ft.	
— 7 ft. No. 1265	\$33.00
In quantities	28.00
Single quantities, without rod	25.00
Same, in quantities	21.60

Mason, Davis and Company, 7700-7740 Chicago Avenue, Chicago.

With rods	\$30.00
Without rods	26.00

Continental Scale Company, 3905-3911 Langley Avenue, Chicago.

Range of prices—\$29.40 to \$35.00

R. H. Forschner, 230 Third Avenue, New York City, sells portable scales of about 5 pounds weight in two sizes: No. 69, weighing to 60 pounds; No. 70 weighing to 120 pounds.

The other development in physical education concerns the effort to get away from



the idea of developing to an unnecessary extent the already sufficiently well developed child. The emphasis here is rather toward an encouragement of the average or below average child to train his body in such a way that he will become strong and healthy. An effective method is the point system, in which the grade, age, weight, and height of the children are used as the basis of a division into squads. In this the entire squad take it upon themselves to help develop each other for the credit of obtaining the highest squad record. Consult Reilly's text, listed in the references given below, for an interesting point system. *Athletics for all*, and particularly for the child below the average in development, should be the slogan of the modern school.

The teacher of Physical Education needs some materials at hand to assist her with the different phases of her work, (1) formal gymnastics, (2) athletics, (3) games, (4) folk dances, and (5) singing games. The following list of books will cover the aspects of the subject mentioned and are essentially modern in their methods:

*Athletic Games*, by Bancroft and Pulvermacher; price \$2.00.

This text contains detailed descriptions of—(a) how to mark courts and fields, (b) baseball, (c) basket ball (also line game), (d) field hockey, (e) foot ball, (f) golf, (g) hand ball, (h) ice hockey, (i) indoor base ball, (j) lacrosse, (k) lawn tennis, (l) polo, (m) volley ball, (n) track and field games.

*New Rational Athletics for Boys and Girls*, by Reilly; price, 75 cents.

Here can be found good ideas of present methods of teaching field events and methods of scoring such events.

*The Playground Book*, by Sperling; price, \$2.40

This is a simple and thoroughly practical book containing—(a) singing games, (b) folk dances, (c) playground athletics, (d) playground games, and (e) classroom games.

*Physical Training for the Elementary Schools*, by Clarke; price, \$2.00.

This text classifies all the materials in an excellent way for each grade; it contains

—(a) formal gymnastics (with or without apparatus), (b) games, (c) rhythmic plays, and (d) story plays.

*Games* (for the playground, home, school, and gymnasium), by Bancroft; price, \$2.40.

This is a large collection of games for many occasions and conditions.

*The Folk Dance Book*, by Crampton; price, \$2.40.

Here may be found a good collection of familiar folk dances.

*Basket Ball and Indoor Baseball for Women*, by Frost and Wardlaw; price \$1.75.

This reference contains splendid material for coaching either game, being an especially up-to-date book on girls' basket ball.

These books may all be obtained from The American Physical Education Association, 93 Westford Avenue, Springfield, Massachusetts.

The following names, representing three of the best known dealers in sporting goods, bloomers, middies, caps, sweaters, uniforms, etc., are sufficient for those who wish to order their goods:

Partridge Athletic Goods, 59 Franklin Street, Boston, Mass.

Goldsmith's Sons, Cincinnati, Ohio.

A. G. Spalding and Brothers, 613 14th Street, N. W., Washington, D. C.

If a catalog, containing wholesale prices given to directors, is asked for, reduced prices may be had by those directing physical education work.

The most needed equipment, with the wholesale prices quoted from one of the manufacturer's listed above, is as follows:

Official Volley Ball (complete)-----	\$6.70
Official Basket Ball (complete)-----	10.50
Volley Ball Net-----	2.45
Basket Ball Goals and Basket Nets--	5.90
Tennis Net (double court)-----	7.40
Tennis Racket (full size) -----	3.10
Tennis Racket (small size) -----	1.70
Tennis Balls -----	.50
Base Ball Bats -----	1.10
Base Ball (regulation practice ball)--	.57
Indoor Base Ball-----	1.47



Playground Ball -----	1.70
Foot Ball -----	6.25
Hockey Sticks -----	1.55
Hockey Ball -----	2.00
Referee's Whistle -----	.38
Inflated Ball Laces -----	.07
Lacing Needles -----	.03

The space required for games and the dimensions of courts should be given careful attention. A good description of fields may be found in the *Handbook of Athletic Games*, by Bancroft and Pulvermacher, published by the Macmillan Company, 64 Fifth Avenue, New York City.

ALTHEA L. JOHNSTON

### VIII

## SOME VIRGINIA EDUCATIONAL NEWS

### SALARIES OF COUNTY SUPERINTENDENTS, 1920

A study of the salaries of county superintendents of schools for the entire United States in 1920 has been made by the Department of Education, and shows a range of salaries from \$100 to \$9,100, with an average salary of \$1,740. This figure is based on the returns from 2,050 out of the 2,874 counties in the United States.

Out of the 100 counties in Virginia, 57 reported; these show a range of salary from \$200 to \$2,400. Virginia county superintendents receive an average salary of \$1,505, on the basis of the returns of the 57 reporting counties.

The Virginia Survey Report showed (Table 116) that for 1918-19, 12 county, or division, superintendents received less than \$1,000 and more than half of them received less than \$1,500.

The Education Commission's recommendation in this matter was that a minimum of \$2,000 be set for division superintendents.

### IRREGULAR ATTENDANCE COSTS VIRGINIA HEAVILY

From the statistical study of State school systems in 1917-18, as published in the March

*Journal of the National Education Association*, interesting and significant facts are to be noted:

Virginia had school children between 5 and 18 years of age estimated at 678,455.

Of this number only 70.9 percent were enrolled in public school.

The length of school term provided was 141 days, but pupils actually attended school only 95.8 days.

The percent of the school term wasted was 32.1.

The financial loss to the State of Virginia due to this irregular attendance was \$2,665,747.

There were 13, 904 teaching positions in the State, and the average annual salary to elementary and secondary school teachers was \$385.

### AFFILIATION WITH THE N. E. A.

It is in the communities whose teachers have the real professional spirit that local teachers' associations are quickest to affiliate with the National Education Association. At its November meeting the Virginia State Teachers Association affiliated, and four local associations have added their support to the

N. E. A. since January:

Danville Teachers Association; Mr. Lily F. Walters, Treasurer, Danville, Va.

Lynchburg Teachers Club: Myrtle E. Revely, Secretary, Lynchburg, Va.

Rockingham Teachers Association: Lina E. Sanger, Secretary, Bridgewater, Va.

Wise County Teachers Association: J. J. Kelley, Jr., Secretary, Wise, Va.

Every teacher of the Henry Clay School, Norfolk, Va., is a member of the N. E. A. Merrill J. Ober is principal.

### VIRGINIA PAYS FOR INSTRUCTION:

Those who think Virginia's expenditures for the education of her children are excessive will be surprised to find that while the average cost per pupil attending daily in Virginia in 1917-18 was \$22.15, the amount similarly expended in Montana, was \$80.54.



California and Washington each spent \$67.18.

Virginia spent little over half as much as the average for the entire United States, which was \$41.45.

For new buildings, sites, etc., the costs distributed over the number of pupils attending daily was \$3.32 in Virginia; \$7.67 in Continental United States.

#### PUBLIC LIBRARY FACILITIES

Asserting that the county library plan is now the accepted solution of the problem of providing library facilities for all the people, the *Journal of the National Educational Association* publishes a diagram showing what percentages of the people in each state have access to free public libraries.

For the United States the latest figures, those of 1918, show an average percentage of 45. Massachusetts has a percentage of 99.6; Connecticut, 95.4. California, 92.7. But there is a shocking shortage in a number of states, among them Virginia.

Only 9.6% of the people of Virginia have access to free public libraries. Of the forty-eight states of the Union, only five have poorer library facilities than Virginia. They are Georgia, 9.1%; Arkansas, 7.6%; Alabama, 7.4%; Mississippi, 4.6%; and South Carolina, 1.9%.

#### VIRGINIA CITIES USING TESTS

Thirty percent of the cities of over 10,000 in Virginia make systematic use of standardized tests or other scientific methods in their school systems, according to a study published in the January issue of the *Journal of Educational Research*.

The table is said to reveal "very clearly the progressive tendency of the west and the conservatism of the east and south."

#### ASSOCIATION OF COLLEGES AND SCHOOLS

Under the guidance of Mr. H. G. Noffsinger, of Virginia Intermont College, and Mrs. Ada Hills, of Stuart Hall, as president and secretary, the Virginia Association of Women's Colleges and Schools held last month an unusually fine annual session at the Jefferson Hotel, Richmond. The whole of

the excellent program was carried out with no rush and no delay. Every speaker was present, though these came from the busy classrooms and offices of school administration all over Virginia, with Dr. Stanwood Cobb and Dr. P. P. Claxton from outside the state.

For several years there has been some discussion as to the advisability of merging this body with the Association of Virginia Colleges, but it was voted by overwhelming majority to maintain a separate organization, meeting at the same place with the other association, either on the day preceding or the day following, with a probable session on the evening between.

#### VISITING DAY FOR TEACHERS

An excellent plan recently put into effect by Superintendent W. H. Keister, of the Harrisonburg schools, provides a means for the professional improvement of his teachers. The arrangement permitted each teacher in the system to spend two days in visiting other teachers of the city and observing their work. Wherever possible, teachers visited other teachers doing work in the same grade as their own.

Superintendent Keister had the co-operation of Miss Katherine M. Anthony, director of the training school, in filling the temporary vacancies with practice teachers. The scheme was cordially endorsed by all the teachers, who found it a source of great benefit.

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Nowhere should the salary of the county superintendent be less than \$2,500, and in the larger counties the salaries should be at least as large as the salaries of superintendents in cities having as large school population.—P. P. Claxton, U. S. Commissioner of Education.

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Within the past two years the state of Texas has increased its apportionment for education from \$7.50 to \$14.50.

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A law has recently been passed in Texas requiring that men and women in the schools shall receive equal pay for equal work.



# THE VIRGINIA TEACHER

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## IX

### EDUCATIONAL COMMENT

#### WHO SHALL PAY THE COST?

Who shall pay the cost of the War? There are some who are so short sighted as to believe that the children of America should pay the cost. They exhibit this sentiment when they advocate reducing or curtailing expenditures for public education in order to meet financial emergencies caused directly or indirectly by the war. Do you cut down on fertilizers in order to get better better crops? Do you cut out advertising in order to get more business? Can you reduce the length of school terms, the number of teachers, the quality of your teaching and get better citizens, ready to meet the greater and more complex problems of tomorrow?

#### A BIG STEP FORWARD

The State Board of Education will require, after the present year, three full quarters' work at a normal school or teachers' college for the completion of the Elementary Professional Certificate. Bearing in mind that the candidates for this certificate must be full graduates of accredited high schools or holders of first grade certificates, we believe the new requirement in time and work will not only produce a much stronger teacher but will also result in holding over many of these students in our normal schools for the complete courses required for full graduation. This is a decided step in the right direction.

#### WELCOME, WOMEN SUPERINTENDENTS

Division Superintendents for the quadrennium beginning with Aug. 1, 1921, were elected recently by the State Board of Education and among the number were three women: Miss Rosa Belle Burke, Supt. of Goochland County; Miss Mary Howard King, Supt. of King George, and Mrs. F.C. Beverley, Asst. Supt. of Pittsylvania County. We welcome women as County Superintendents largely for the reason that their entry into this administrative field will offer a greater inducement for strong, well prepared women to enter the teaching profession and remain there. Heretofore there has been no room for the women at the top. Enlarge the opportunities, make room for the ambitious woman teacher of administrative ability, and the whole profession will profit thereby.

#### OTHER NEW SUPERINTENDENTS

Among other new division superintendents selected by the State Board are the following: F. B. Watson, Jr., Pittsylvania County; D. W. Peters, Northampton; P. C. Williams, Powhatan; R. M. Tisinger, Cumberland; R. M. Bell, King William; W. H. Carroll, Princess Anne; B. C. Charles, Warwick and York; R. K. Hoke, Prince George; Ballard D. French, Dickenson; J. P. Snead, Asst. in Fluvanna; J. W. Kenney, Gloucester; A. W. Yowell, Madison and Greene; E. S. Hagan, Montgomery; J. J. Fray, Campbell; W. A. Vaughan, Caroline; W. L. Tucker, Amherst; W. B. Valentine, Brunswick.

There were only two changes in the cities: Mr. W. K. Barnett succeeding Supt. Whitt in Radford and Principal J. H. Saunders, of the Binford Junior High School, Richmond, succeeding Supt. D. A. Dutrow in Newport News.

#### EVERY GOOD MAN TO THE WHEEL

Every teacher who really believes in his profession, believes in its dignity and worth, and wishes the children of Virginia to have capable, high minded, skillful teachers, should strive at this time to encourage young men and women, high school graduates, of the best type to enter teacher training institu-



tions for preparation for the useful career of teaching. You—teachers—can do more to improve your profession in this manner than any amount of advertising by normal schools or colleges can do.

First. *Leadership for Tax-Supported Educational Institutions*

Second. *A Recognition of the Primacy of Character—*

Upon these two things depends the future development of public education of the right sort in this country, according to Pres. M. L. Burton of the University of Michigan.

#### AN EDUCATIONAL FORMULA

"One part of Inspiration, two parts of Aspiration and Four Parts of Perspiration will produce the desired results."

#### CHANGE IN N. E. A.

The Superintendents' Association of the National Education Association decided at its Atlantic City meeting to restrict its membership to only those who are actively Superintendents in cities or counties. This will undoubtedly result in the formation of another conference of supervisory officials or will kill the most active body of our big National Association.

#### NEW TAX LEVIES

The month of April will demonstrate whether the schools are to reap the benefit of the Constitutional Amendment passed last November in regard to the limitation on local taxation. County Boards of Supervisors fix during this month the district levies for the support of schools. Unless some counties materially increase their local tax rate they can not have anything but poor, ineffective teaching and, what is more unfortunate, cannot know, in many instances, what real teaching of the right sort is worth.

S. P. D.

"Teachers, unless your work be done well, this republic can not last beyond the span of a generation."—Theodore Roosevelt.

## X

### A NEW-FANGLED ARITHMETIC

#### HOUSEHOLD ARITHMETIC

In these days when *project* and *problem* are words to conjure with, teachers of arithmetic will welcome *Household Arithmetic* as the solution of the question, How can arithmetic be made to function more in the life of girls?

With the exception of farm arithmetic, textbooks for the advanced grammar grades and for the high school have followed largely the traditional topical arrangement; so the departure these authors make is most welcome by the problem-seeking teacher.

The purposes of the book as stated in the preface are:

1. To enable girls to understand and to interpret the economic problems in their own homes.
2. To develop skill in the computations and the methods of reasoning involved in everyday affairs so that arithmetic may become a tool in effective living.
3. To make girls readily see controlling number relations in practical situations.

To carry out these purposes the family budget is used as the basis around which the subject matter is organized, and one feels in reviewing the book that the duties of the home have been highly dignified. By stressing economic aspects, the authors have helped girls to realize that business ability can contribute much toward making a home. "The work of the home may be considered as a business with the housewife as manager," they say.

There are six divisions to the text. The first section takes up a study of the principles of budget-making and methods of keeping simple accounts. Then the five divisions of the budget are presented in this order: first, shelter; second, operation; third, clothing; fourth, food; fifth, higher life. There are a few pages at the end of the book which include supplementary work in equations and proportion and a bibliography.

*Household Arithmetic*, by Katherine F. Ball and Miriam E. West. Philadelphia: J. B. Lippincott Company. 1920. 271 pages. (\$1.48).



Under these six headings are found all the applications of business arithmetic that girls will use. For example Shelter includes Cost of Shelter, Taxes, Fire Insurance, Drawings for Repair Work, Repairs, Painting, Flooring and Papering.

As each section is a unit, the divisions may be taken up in any order, thus providing for correlation with other subjects in the curriculum, or for the special interests of the students.

The work of the woman in the home is dignified and she is led to see that she is adding to the family income as truly as her husband does, and that much depends upon the wise use of the family budget. "The work of the wife has a value which can be translated into terms of money. . . . Small economics in buying make money go farther."

Calories do not seem so strange; nor are they handled, in the seventy-four pages given to food, too technically to interest the student who is unacquainted with home economics.

Some idea of the practical nature of the problems may be gained from the following:

Discuss the advisability of making bed linen at home. (This follows a comparative study of the ready-made product with the home product.)

Criticize a dietary that is given for a housekeeper.

A family has been paying \$24 a month for rent. How expensive a house can they afford to purchase?

Estimate the cost of all the articles of clothing you would need for a year.

It is refreshing to find these statements in an arithmetic: "Play cannot be left out of any plan for right living" and "The family income is not adequate if there is not enough money to provide at least a small expenditure for pleasure."

The book has the appearance of interesting reading matter and among its attractive illustrations are the desk where the business of the household is transacted, a tempting serving of a dinner for a woman, a straight skirt, and a campfire grate.

NATALIE LANCASTER

## XI

### BOOKS THAT SHOULD INTEREST TEACHERS

THE PSYCHOLOGY OF MUSICAL TALENT, by C. E. Seashore. (The Beverly Educational Series). Boston: Silver, Burdett and Co. 1919. 288 pages. (\$2.40).

This book is a pioneer in the effort at applying in detail the methods of modern experimental psychology to the study of the problem of teaching of music, yet it bears none of the uncouthness or lack of finish of most first treatises. The author has spared no time and effort in developing and describing a body of scientific data at once important for the parent, the teacher of music, and the psychologist. The subject of musical training is largely left to a later volume which it is to be hoped may not long be delayed.

The purpose is definitely stated as follows: "to describe and explain the musical mind in such a way as to serve in the recognition, the analysis, the rating, and the guidance of musical talent." Some thirty tests with numerous phases and subdivisions are described in the body of the text, ranging all the way from sense of time and pitch, through sense of rhythm and consonance, to musical memory and imagination. Much of this work is too technical to be easily grasped by the general reader, but numerous practical points are interspersed all the way through the book. The first chapter gives an interesting view of the scope of necessary psychological investigation, while the last chapter is a very happy summary of practical maxims useful to the music teacher in locating and directing musical talent. In make-up the book needs no improvement except the addition of an index.

This work ought to stimulate further scientific research into the psychological aspects of music and other art training, and it ought also to encourage the music teacher to test the ability and probable success of children in music by means of the five tests now issued as phonographic records by the Columbia Graphophone Co.

The author contends that with these tests one can tell quickly what children in a group, that is in the majority of cases, will be likely to make a failure or a success of music instruction. He argues rightly that thereby much talent may be discovered and the talented given the desired opportunity and that much humaneness may be shown to children lacking such talent but not lacking financial ability or parental hopes that John or Mary may have a musical education. Contrary to the general view, most of the fundamental traits of ability are not seriously affected by training or age, so that tests given in the fifth and repeated in the eighth grade will, according to Seashore, serve the purposes set forth above.



One is inclined to express the hope that our future music teachers will be trained along the line of the psychology of musical talent and may be able to apply these diagnostic and prognostic tests which are coming already to be well known and well substantiated as to value.

W. J. G.

PROJECT WORK IN EDUCATION, by James Leroy Stockman. Boston: Houghton Mifflin Company, 1920. 167 pages. (\$1.20).

This little volume in the familiar brown clothing of the Riverside Educational Monographs, is one of the books that a busy, thoughtful teacher will find worth her time. It is divided into two parts, each treating of a different phase of the subject. In part one the project is shown to be a method that has come about naturally from the fundamental reforms in education. It is the natural, concrete expression of modern principles in action and, through suitable changes in organization and administration, it can unify the entire school life of the child.

In part two is discussed the use of the project as a subject, not as a method. The author recognizes the multiplicity of subjects already in the curriculum and presents a plan for reducing this number by the substitution of the project. As a subject the project is to focus upon the significance of a man's struggle with his environment. It is to include those phases which have more of the mental and less of the physical, just as much as it includes physical activities. It is to encompass man's whole struggle with his environment, and its value lies in its showing the significance of life activities.

From the book as a whole teachers see two opportunities, one, to keep themselves free and their school a part of life by the use of the project method; the other, to oppose disorganizing social doctrines by teaching that work is necessary, is dignified, may be joyful, and must be divided.

E. S.

ELEMENTARY LESSONS IN EVERYDAY ENGLISH, by Emma Miller Bolenius. New York: American Book Company. 1920. 340 pages. (80 cents).

This is a textbook for elementary language study based entirely on the project plan, and, like all of Miss Bolenius's other books, it is full of opportunity for "purposeful activity" on the part of a class.

The plan of the book is this: there are three parts, for the three years of the elementary school; and each part contains two hundred lessons developed in twenty projects. Various exercises, such as organization of ideas, outlining, conversation, formal talks, writing of letters, technical matters, dictation, word study and dramatization, are woven into these projects.

The course as given is very flexible, giving the teacher the choice of following the daily lessons or of selecting portions to suit his needs. Even where it may not be used as a

text, it is a valuable manual for any teacher of the elementary grades.

M. V. H.

MUSIC FOR EVERYBODY, by Marshall Bartholomew and Robert Lawrence, Cincinnati: The Abingdon Press. 1920. 120 pages. (\$1.00).

With the popularity of the community music movement comes the necessity for trained song leaders. *Music for Everybody* brings this necessity vividly before us and, after convincing us that song leaders are essential, it plainly sets forth the steps used in training them. Besides giving the principles of leadership and the technique of song leading, it includes interesting details concerning organization, leadership, and the possibilities of community, industrial, and neighborhood "sings," with programs for each type. Good, clear illustrations make the book very much more interesting and attractive.

E. R. W.

HOW CHILDREN LEARN TO DRAW, by Walter Sargent and Elizabeth E. Miller. New York: Ginn and Company. 262 pages. (\$1.48).

Dr. Sargent and Miss Miller describe in detail the methods by which drawing is made to meet the immediate needs of the children in the grades of the Elementary School of the University of Chicago.

Of the five chapters into which the book is divided, the first three show us practical methods by which a graphic vocabulary may be built up from year to year to meet the child's growing need to express himself. Three fundamental methods are developed. First, the work is presented so that the children draw for the sake of telling a story. Second, they are taught how to supplement and enrich their own direct observation of objects, to learn good methods of representing different effects, and to know by use of reference material, such as photographs, pictures, written descriptions, etc., excellent examples of artistic style. Third, the children systematically accumulate a graphic vocabulary consisting of forms which are most often used to help represent a wider range of other forms or objects. The experimental lessons which show the development of these methods are so simple and so well correlated with the subjects taught in any well directed school room that the teacher with only a limited knowledge of art might easily work them out for herself.

The last two chapters deal with the interests to be appealed to in each grade and the standards for which each grade should work. Besides this the theories upon which the methods are based are summarized and explained in a very clear and interesting manner.

The two most fundamental theories are: first, that interest in telling something is the motive which inspires all good drawing, and second, that progress in ability to draw is not general but specific.

Not only is this book written in an appealing and practical style but the printing is splendid and on excellent paper. Anyone



could easily read it in a very few hours, but the inspiration it will give—especially to one who thinks he cannot draw well will last for years, and to grade teachers it will bring untold aid.

V. R. B.

THE ELEMENTARY SCHOOL CURRICULUM, by Frederick G. Bonser. New York: The Macmillan Co. 1920. 460 pages. (\$2.20).

Adapting the curriculum to meet requirements in training for citizenship is one of the great problems confronting teachers, supervisors, principals, and superintendents. Professor Bonser has attempted to show how this may be made possible.

He divides his book into two main parts. The first eight chapters deal with the principles upon which the making of a curriculum depends and with illustrations of how these principles may be applied. The next eight chapters, instead of dealing with general principles, are devoted to very definite ideas of the purpose or use of each subject in the curriculum and with a definite outline for each grade through the sixth.

Bonser believes that "the curriculum should always be in a state of revision and adaptation" to meet the needs of the child and the community, and that the changes which he recommends will necessarily be gradual. His last chapter shows how this book may be used in improving curricula and ends with a list of questions and topics suggestive of possible projects.

The strength of this book lies in its chapters of outlines and suggestions. These will be a help to well-prepared teachers as well as to others struggling to adapt their present curriculum to their particular school and community.

F. J.

PERSONALITY CULTURE, by David E. Berg. New York: Institute for Public Service. 1920. 127 pages. (\$1.50).

The author reports in this volume upon his visits to one hundred classes of seventy-two college teachers ranging over twenty-five different subjects of instruction. The result is a very interesting and valuable composite picture of the American college teacher at work, and is particularly valuable because of the writer's care in making full records of the lectures visited and in interpreting the net results—from the point of view of the student as far as possible.

The first five chapters are perhaps the most valuable, as they give the concrete data on nearly half of the observations, and arrange the teachers in ten different groups according to their ability to "put the work over." Chapter X describes these ten groups briefly, giving the reader a further opportunity to practice self-examination; the last chapter points out certain principles in personality culture. Chapters VI to IX attempt to break up the intellectual, volitional and emotional qualities of the mind, using a rather antiquated psychological classification, and de-

scribing and listing some 116 different traits under the heads of candle power, kilowatts and British thermal units of personality. These chapters add little to the discussion, but the reader can easily omit them and make his own analyses.

The value of the book mainly lies in these critical pictures of the college teacher and in the contribution to the idea that young teachers can easily take stock of the pitfalls and opportunities in the cultivation of personality and can profit accordingly. It is to be hoped that Mr. Berg can follow this stimulating research by another into the classrooms of the public elementary and high school teachers who are equally if not more anxious to profit by teacher-rating plans.

W. J. G.

VISUAL EDUCATION, a Teachers' Guide to the Keystone "600 Set." Meadville, Pa.: Keystone View Co. 1920. 715 pages. (Furnished with the sets of slides or stereographs which are listed in the set).

This is a complete teachers' guide and manual, and is a thorough-going revision of the earlier editions. Sixty-two of the country's leading educators and specialists have aided in preparing outlines and groupings of the slides to cover all elementary school courses and numerous more advanced courses. Some fifty classifications are used. Brief introductory essays on the value of visual education by Eliot, Bagley and Frank McMurphy are supplemented by an introductory statement at the beginning of each chapter on the use of visual education in that particular subject. Many hints may be obtained there as well as in the groupings of the slides and their explanation for the teacher who does not have the set at hand. An index of fifty pages is added.

W. J. G.

## IS IT A STYLE?

"When under a plan of student government it is shown that the majority of girls are against paint and powder their moral suasion soon puts a stop to its use as a fad. The common sense of the majority of girls is against the use of powder and paint.

"It is not all city girls that wear powder and paint. A pretty country girl who recently came to our school showed after she had washed off her paint that she had ruddy complexion beneath. It is an attempt to be stylish. I do not think the average girl does it to attract attention."—Mary Johnson, of the Washington Irving High School for Girls, New York City.



## XII

## SCHOOL ACTIVITIES

The inter-normal school series has been quite a success so far, even if Harrisonburg has not won every game. What counts for much more than victory in the long run is the spirit of the players and the support of the student body and the sportsmanship that the school shows in its relations with its opponents.

Harrisonburg lost the game at Fredericksburg February 26 by a score of 35 to 23. At the close of the first half the score stood 17 to 15 in Harrisonburg's favor; but they were unable to maintain this lead during the last half. Both teams played clean, snappy games.

The line up:

Harrisonburg	Position	Fredericksburg
Steele (Capt.)	R. F.	Coleman
Faulkner	L. F.	_____
McGaha	J. C.	Broadus
Ward	S. C.	Broadus
Bonney	R. G.	_____
Upshur	L. G.	Broadus

*Substitutes*—R. Ferguson for V. Faulkner; McGeath for Bonney; Hodges for Upshur

*Referee*—1st half, Mr. Johnston, of Harrisonburg; 2nd half—Miss Hicks, of Fredericksburg

*Umpire*—1st half, Miss Hicks; 2nd half, Mr. Johnston

*Timekeeper*—W. M. Hamlet

Playing on its home floor, Harrisonburg lost to Radford the night of March 5 by a score of 26 to 18. A tight game was played in the first half, and in spite of close guarding by Radford, the local team succeeded in getting the advantage with a score of 9 to 6. But Radford came back strong in the second half, and "cleaned up." Melon's goal shooting for the visitors was a factor that Harrisonburg could not cope with.

Harrisonburg	Position	Radford
Steele (Capt.)	R. F.	Bird
Faulkner	L. F.	Melon
McGaha	J. C.	Shumate
Ward	S. C.	Oglesby
Upshur	R. G.	(Capt.) Shumate
Bonney	L. G.	Hayter

*Summary*: Substitutes—Houston for Upshur. Field goals—Steele (5), Faulkner (1), Melon (12). Fouls—Steele (6), Melon (2)

*Referee*—Mr. Barnette, of Radford

*Umpire*—Mr. Staples, of Harrisonburg

*Timekeepers*—Miss Moffett, of Radford; Miss Lancaster, of Harrisonburg

Though Harrisonburg won the two games with Farmville, the visitors won the hearts of our team and the entire school on the occasion of their visit here and during the return game at Farmville exemplified perfectly what might be the results of interschool athletics, when conducted on right principles. Our team reported the most delightful trip imaginable and were unanimous in their opinion that every delicate attention possible was shown them while in Farmville by every one connected with the school.

The victory on the home field was won by a score of 52 to 17; that on Farmville's field by a score of 48 to 24. The Farmville team showed itself on both occasions a splendid basket ball aggregation, but did not succeed in swinging into their own until the last half of the game at Farmville; at this time they showed the mettle in them, as well as the splendid training they had evidently received, and presented as perfect a specimen of basket ball playing as one could wish to see.

Harrisonburg	Position	Farmville
Steele (Capt.)	R. F.	Vansickler
Faulkner	L. F.	Treakle
McGaha	J. C.	McArdle
Ward	S. C.	Gray
Bonney	R. G.	Bell
Upshur	L. G.	Moore

*Substitute*—R. Ferguson for Faulkner

*Referee*—C. P. Shorts, of Harrisonburg

*Umpire*—Mary Lindsey, of Farmville

*Timekeepers*—Marion Hodges, of Harrisonburg and Miss Barksdale, of Farmville



Evolution, not revolution, is the needed step at this time in changing the governmental processes of the State of Virginia, said Col. LeRoy Hodges, aide to Governor Westmoreland Davis, when he spoke before students as the sixth speaker in the "Citizenship Lecture series."

"Fifty percent of the efficiency of our government is now prevented by the restrictions of the present Constitution of Virginia, which is in reality a codified system of laws. we need a new Constitution, and we must insist it shall be a simple statement of principles of government in place of the present tremendously complicated system of laws, which we call our Constitution."

Col. Hodges declared that the cities of Virginia now operating under the city manager plan of government find that the requirements of the present Constitution are such as to seriously impair the efficiency of the plan.

The speaker urged the young ladies in his audience, either present or prospective voters, to exert their influence in government against selfishness, greed and disloyalty. These are the influences that strike at the roots of democracy.

In support of the advice that they must help lead the currents of democracy into deeper and safer channels the speaker quoted the great French essayist, Montesquieu, who said: "Democracy is like water in that it becomes corrupt only when untroubled and unmoved."

Col. Hodges introduced his talk with a striking description of the Old Dominion, showing what a vast domain Virginia is, how varied are her interests and resources, how great a call for service proceeds from the inspiration which lies in the possessions and traditions of the Old Dominion.

Other recent speakers at assembly have been Dr. Ryland S. Knight, of Nashville, representing the Y. W. C. A.; Dr. R. G. McLees, of Chat-ham, Virginia, who held services nightly for several weeks at the Presbyterian Church; President Duke and Dr. Gifford, who both told their impressions of the N. E. A. meetings at Atlantic City; Miss Grace Brinton,

who spoke of recent tendencies in home economics work.

There has been an abundance of excellent music at assembly recently, too. Students greeted with great enthusiasm the program of "negro spirituals" sung by a quartet consisting of Messrs. P. H. Baugher, Sheff Devier, Richard Bradley, and Harry Garber.

Daisy May Gifford and Starr Sprinkel were very entertaining one morning in the role of the "Daisy Ashfords of music." Both are pupils of Miss Hoffman. Ella Holloran gave a violin solo, being accompanied by Miss Shaeffer.

Rabbi J. E. Schvanenfeld was most inspiring in the recital he gave the morning of March 9. Introducing each song with a brief explanation, he interpreted his program with discrimination, and ended with a fine rendition of *Celeste Aida*. Mr. Schvanenfeld is a graduate of the Boston Conservatory of Music and possesses a tenor voice of rare quality.

The class in Expression, under the direction of Miss Hudson, gave the second of a series of recitals the evening of February 28. Those who read were Eunice Lambert, Gladys Hopkins, Edna Draper, Gertrude Smith, Lucille Harrison, Helen Watts, Elizabeth Robinson, and Edith Bryant. The program was interspersed by musical selections played by Sarah Upp, Sophie Simpson, and Elizabeth Woolston.

While Miss Elizabeth P. Cleveland was in Richmond as faculty representative at the annual sessions of the Association of Virginia Colleges and the Virginia Association of Women's Colleges and Schools, the Harrisonburg alumnae in Richmond tendered to her and to Mr. Burruss an informal reception February 18. Miss Gregg and Miss Bell assisted, and Dr. Sanger was an honored guest. It is needless to say that those warm-hearted, loyal, high-mettled "old girls" made of this no mere social function, but a good time, when folks that love the same things and think a great deal of one another could have a bit of talk together.



Following President Duke's trip to Roanoke to meet with old students of Harrisonburg and advise with them concerning their part in the alumnae drive for a Students-Alumnae Building, and Dr. John W. Wayland's visit for the same purpose to Charlottesville, Lynchburg, Danville, Richmond, and Petersburg, Mr. James C. Johnston recently spent several days in Norfolk, Portsmouth, Newport News, and Hampton on a like mission.

Miss Elizabeth Cleveland was the principal speaker Sunday evening, February 21, at Hollins College, her Alma Mater, when Founder's Day celebration was begun. Miss Cleveland spoke in reminiscent vein.

Members of the faculty who attended meetings of the N. E. A. at Atlantic City were President S. P. Duke, Dr. W. J. Gifford, Miss Grace Brinton, Miss Katherine M. Anthony, Miss Lotta Day. Mr. Duke also attended in Washington the meetings of the National Association of Normal School Presidents.

Superintendent W. H. Keister, of the Harrisonburg city schools, and Superintendent John C. Myers, of Rockingham county, were other Harrisonburgers at the N. E. A.

Representing the local association at the Y. W. C. A. conference at Salem recently were Chloe Peck and Nell Walters, who gave interesting reports on the meetings at the regular Thursday night "Y. W." meeting following their return.

Recent student entertainments have included the Junior Oyster Supper and the Senior Cafe Chantant. The Juniors made a barrel of money by serving to all comers a most satisfactory supper in the "Y. W." rooms the evening of the Farmville-Harrisonburg basketball game. It was a busy night: oyster supper, basketball, and Theo Karle in the space of four hours!

The Cafe Chantant was a glorious affair with its colorful music, its becomingly gowned singers and dancers, its tasty refreshments, its dainty waitresses—and on top of it all, the telephone message from Farm-

ville announcing that our team had won again!

Two dramatic offerings have been seen here in recent weeks, and on the evening of March 22 the Stratfords will give their annual play—this year "The Fan"—at the New Virginia Theatre. "Daniel Druce," a play by W. E. Gilbert, was presented by the Devereux Players in the auditorium of Harrison Hall the evening of March 7.

Manager Wine brought to the New Virginia Theatre the evening of March 15 Fritz Leiber's production of *Macbeth*. Irby Marshall as Lady Macbeth and Louis Leon Hall as Macduff, with a well-balanced cast throughout, gave Leiber excellent support. His own acting was worthy of the extravagant praise it received, and the stage settings were unusually effective.

Students and faculty are already talking about what Leiber will play in Harrisonburg next year. Most of them are eagerly hoping he will return and give us *Hamlet*. (Couldn't there be a matinee, too?)

Nearby members of the General Alumnae Committee came to a called meeting March 12 in Harrisonburg to work on the Alumnae-Students' Building project. A number of county and district committees were appointed, and are now beginning active canvassing over the state. The fund is growing steadily, and President Duke has asked the architects to offer plans immediately, so that as the fund grows the building may be got under way. The site selected is just across the campus from Jackson Hall (Dormitory No. 1).

Those present at the meeting on the 12th were Miss Reba Beard, of Petersburg, president of the Alumnae Association; Miss Mary Lancaster Smith, of Richmond; Mrs. Clyde Payne (Frances Kemper) of Lynnwood; and Miss Frieda Johnson, Miss Vada Whitesel, and Mrs. R. C. Dingleline (Agnes Stribling), of Harrisonburg; President Duke, and members of the faculty Committee on Alumnae Relations.



## XIII

NEWS AND NOTES OF THE  
ALUMNAE

Norfolk and Portsmouth have organized in combination a chapter of the Alumnae Association, with Marceline Gatling as president, Alpha Holcomb, secretary, and Dorothy Spooner, treasurer. At a recent dinner at the Fairfax hotel, in Norfolk, a typical get-together meeting was held, with the "Harrisonburg Spirit" abundantly in evidence. The primary object of this meeting was to consider the chapter's part in the drive for the Alumnae-Students' Building Fund. As might have been expected from a chapter composed of such alumnae as are listed below, representing those present on this occasion, a magnificent pledge toward the fund was unanimously voted.

Those present on this occasion were: Mrs. William Spong (Emily Nichols), Alpha Holcomb, Helen Acton, Nella Roark, Ethel Channing, Lelouise Edwards, Dorothy Spooner, Lucy Gatling, Mary Lancaster, Mary Mooreland, Louise Harwell, Margie Menzel, Clara Menzel, Regina McLaughlin, Frances Hudgins, Mrs. Lelia H. Clay, Hazel Williams, Margie Gatling, Mary Folliard, Mrs. Shirley Hope (Mary E. Nichols), Helena Marsh, Mrs. H. G. Martin (Alpine Gatling), Margaret Jordan, Ruth Sexton, Emily Eley, Miriam Jones, Marie Johnson, Hilda Barton, Linda Carter, Marceline Gatling.

Newport News and Hampton have combined in the organization of a chapter, with Evelyn Koogler as president, Geneva Moore, vice-president, Emma Beard, secretary, and Anna Allen, treasurer. Sallie Rome (Mrs. Morewitz), though married, is an active member of this chapter, as well as Xenia Crone, who is not at present teaching, but is engaged in secretarial work. This chapter is to be called The Peninsula Chapter and embraces a territory in which some of Harrisonburg's most enthusiastic alumnae are living. We hope to publish a complete membership of this chapter at an early date.

Nansemond County organized a chap-

ter recently at Suffolk through the efforts of Grace Gaw, drawing teacher in the Suffolk schools. Mary Stallings who is teaching at Driver's, was elected president, Marion Marshall secretary. An interesting meeting of this chapter was recently held for the purpose of perfecting a county-wide organization, getting a complete roll of its membership, and putting under way plans for its future activities. Nansemond county has some twenty-five to thirty Harrisonburg alumnae in it at present.

Petersburg recently organized a chapter, with a membership of twenty-five girls. Helen McCaleb was elected president, with Essie Warren as secretary and treasurer. A representative from the Petersburg schools reports splendid interest in the work of the general association, especially in respect to the drive for the Alumnae-Students' Building Fund. It is said their plans, when made public, will arouse all sorts of mingled feelings of surprise and delight.

*All local chapters should report their organization promptly and should send to the Committee on Alumnae Relations complete and correct lists of their membership, actual and potential.*

Vivienne Mays sends in her subscription to the VIRGINIA TEACHER from Emerson, Nebr., and writes:

"We have mostly German and Swede children in school. Some are Indians. We have a very nice high school building here. Lately a wireless club has been organized and a very good wireless set has been installed. We heard from Arlington, Virginia, last night" (February 28).

Marcia White is now Mrs. E. N. Nicholson and her address is Murfreesboro, N. C. She was married March 5, at Boykins, Va. She writes: "I have enjoyed teaching very much and I can almost say that I hate to give it up." Clara Lee will finish out Marcia's term this year.

Cecile Chapman is home economics teacher at Charlotte Court House. She does not write any particular news, but we are pleased to receive her questionnaire.

Juliet Gish writes from Big Island, Va., where she is doing community welfare work.



She has been there since last November. She also sends in the address of Mary J. Stone, who is at Mizpah, Montana.

Most of our girls are in the home state, where we like to have them; but it is remarkable how widely over the earth some of them are distributed. For example, Nancy Hufford (Mrs. Furrow) is in California; Mary Scott is in France; Tracie Burtner (Mrs. Tietje) is in Louisiana; Dorothy Brown is in Canada; Sarah Shields is in India; Mabel Hitt is in Porto Rico; and the more or less distant whereabouts of many others will be noted from other paragraphs in these columns.

But the most gratifying fact in this connection is that, however widely our girls may wander in distant lands, they still do think of home and Blue-Stone Hill. For instance, on a day recently two letters came—one from British Columbia, the other from Texas. Each one contained a check and a subscription to *THE VIRGINIA TEACHER*; and each one was from one of our girls. Doris Sanders sent the message from British Columbia. She is teaching there. Her address is 1507 North Hampshire Road, Oak Bay, Victoria, British Columbia, Canada. She wrote: "My certificate was changed without any trouble when I got here, as the State Normal at Harrisonburg, or rather its fame, has reached here. . . . I hope to be able to come back for my reunion, for my classmates of '19 are very dear to me."

The message from Texas came from Frances Selby. She holds a fine position as Registrar in the State Normal College at Commerce, Texas, having entered upon her duties there in April, 1920. She says: "I find my work most interesting and my co-workers most congenial. The West is nothing like I dreamed it would be, nor is it like the East; however, I am beginning to like the climate and the ways of the people. Further west it is just like Zane Grey's vivid descriptions. Here it is less romantic. . . . But no place on earth is like the old State, Virginia."

Dorothy Brown is close upon her A. B. in Queen's University, Kingston, Ontario. Next, she is going to work for the M. A.

She is majoring in English and History. She is planning to teach in a normal school or a college. She says: "I have always been anxious to come back to see you all and some day I am really coming."

Does anybody object to "you all" in this case? We don't.

Rosa Tinder, Madge Bryan, and Annie Lee Crawford are all teaching in Winston-Salem, N. C. They have quarters in the "Teachers' Home," and they may be reached through a letter addressed to 405 Summit Street, Winston-Salem.

Mrs. C. E. Stone (Ruth Croy) holds a responsible and lucrative position with the Pennsylvania Railroad. She has recently been promoted to the position of supervisor in the car record office at Uniontown, Pa. Her address is 87 South Gallatin Avenue, Uniontown. She is planning to be with us again this summer at the Normal, for she is anxious to get back to her work as a teacher. She gives us the address of Mrs. D. K. Fagg (Josephine Northcross) as Graham, Va.

Hazel Lee Griffin sends us greetings from Centralia, Va. Since she was at Blue-Stone Hill she has been engaged in Y. W. C. A. work in Washington City. She has also been a student some time in Boston University. After May 1 we shall take pleasure in addressing her as Mrs. Earle R. Macnutt, Halifax, Nova Scotia. Our best wishes for her go on in advance. We shall hope to hear from her frequently in her new home.

Bettie James sends us a good message from her home at Lynnhaven, Va., where she is spending some time with her parents, trying to recover her health in a brave fight against tuberculosis. All her friends are with her in good wishes, and many of them are sending her messages of cheer. She gives us the address of Sarah Ferebee as 727 Raleigh Avenue, Norfolk.

Annie Ferebee sends a good word from her place of business in Norfolk. She holds a responsible position in the Nottingham & Wrenn Company of Norfolk, and is giving good proof of her business ability. She sends along the name and address of Sadie Dunlap, now Mrs. James G. Torrance, Charlotte, N. C.



Mattie Duncan, now Mrs. Vergil M. Cox, Mecaha, Montana, is teaching and keeping house. She gives the address of Mamie McMillan (now Mrs. William McMillan) as Mouth of Wilson, Va.

Leone Reaves writes from 509 W. 121 St., Apt. 401, New York City. She is taking a course in home economics at Teachers College. "I am intensely interested," she says, "in the new building that you people—rather the one that we—are going to build." And she will do her bit.

Hope Davidson, now Mrs. John B. Tarter, lives in Wytheville. She gives us information of the decease of Elmyra H. Davidson (Mrs. John Clayron Williams) on March 15, 1920.

We regret that we have to chronicle also the death of Elizabeth Gentry. In 1913 she went to Redlands, California, where she died in August, 1920.

Nannie Rutherford, Mrs. Flinn, sends greetings from Kensington, Md., where she is teaching and taking a special extension course from Johns Hopkins University.

Clara Thompson is principal of the junior high school at Glen Wilton, Va. She has four assistants and 132 pupils. Her address is Buchanan.

Lilla Gerow is now Mrs. Thomas C. Diehl, and her postoffice is Sutherland, Va. She gives us the full name of Lurlene Clarke's husband—Thomas Jefferson Spain; address, Church Road, Va.

Grace Gaw is still teaching drawing at Suffolk. She is finding many interesting things to do on the side—and honors, too, we doubt not. She says:

"Bessie Keeton is teaching at King's Forks, in the county. Her address is Suffolk. Bessie Lockstampfer is now Mrs. Mackall Keller, 801 H Street, N. W., Washington, D. C. She is teaching in Chevy Chase."

Mamie Livick is a teacher for the Federal Board of Vocational Education, and is at present located in New Haven, Conn. She

draws a good salary and is doing a great work for the crippled soldiers, sailors, and marines.

Essie Warren is grammar-school principal in the city of Petersburg. The success of her work is attested by the fact that she has held this position for six years. She has done some special summer work at Farmville. Her address is 229 S. Jefferson St.; and she gives the address of Mary McCaleb as 614 Harding Street, Petersburg.

Eva Rooshup does not tell us just when she was married, but she is Mrs. Elmer J. Kohl, and her address is 7431 John R. St., Detroit, Mich. And we are pretty certain that she is just as good a home-maker as she was a student.

Gladys Berlin's address is No. 7 Sydney Avenue, Charleston, W. Va. But now we must call her Mrs. J. Woodson Caldwell. She sends her good wishes to all her friends at Blue-Stone Hill.

Nellie Pace is teaching at Ridgeway, Va. This is her fourth year in that position. What more need we say? She writes: "Rachel Weems, Ashland, Va., is studying medicine."

Maytie Burns writes from her home at Burnsville, Va., and gives us the addresses of half a dozen other "old students." She is planning to return this summer for further work.

Mary Mowbray is now Mrs. S. B. Purcell, and her postoffice is Dante, Va. Her husband is a mining and civil engineer. She married him last November, and she says, "Can Misses Bell and Lancaster picture me housekeeping?" We think they can.

Mary Clement (Mrs. Scott) writes from her home in Greensboro, N. C., and says: "When I left Danville for school (at Harrisonburg) I didn't know a person there, but when I married several years later my bridesmaids were all H. N. S. girls. . . . I shall send my sister to you next year, and I shall expect you to be as lovely to her as you were to me."

Ada Burton is making a great success as a teacher in Wise county. She has been



principal of a four-room school for three sessions. Since she was here she has done summer work at the University of Virginia. She is considering work as a foreign missionary—possibly in Africa.

Rosa Block has been living in Baltimore for the past three years. She has a good position and enjoys her work. Her address is 752 Reservoir Street.

Emma G. Hupp is teaching home economics in the Sparta Agricultural High School. She says: "My love for Blue Stone Hill not only lingers but grows with each thought. Since I am far away my only consolation is the visit of THE VIRGINIA TEACHER."

Dottie Spooner is teaching in the Woodrow Wilson High School, Portsmouth. We are certain that she appreciates the combination—Dorothy McKinley Spooner in the Woodrow Wilson High School. Other folks do too.

Elizabeth Mitchell and Geneva Moore are making things go the right way, in association with other good folks, at Francis As-

bury School, Fox Hill, Hampton. Elizabeth writes under recent date and winds up with: "Dearest love for all at H. N. S." Her messages are always appreciated and her successes are our pleasures.

### OUR CONTRIBUTORS

WALTER J. GIFFORD is the dean and head of the department of education.

RUTH RODES is a degree student in the home economics department, class of 1921.

HENRY A. CONVERSE is the registrar and instructor in mathematics.

GRACE BRINTON is the head of the home economics department.

ALTHEA L. JOHNSTON is instructor in physical education.

"S. P. D." is Samuel P. Duke, president of the State Normal School at Harrisonburg.

NATALIE LANCASTER is the social director and instructor in mathematics.

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First Term—June 20—July 29

Second Term—Aug. 1—Sept. 2

*Courses Carefully Planned for—*

First and Second Grade Certificates

Elementary Professional Certificates

## OPPORTUNITIES FOR PRACTICE TEACHING

*Special Courses for*

Junior High School Teachers

Rural Supervisors

Specialists in Home Economics

(Credit toward the B. S. degree is granted in Home Economics)

## STRONG FACULTY

Thirteen Men

Twenty-two Women

Enjoy a vacation while you are preparing for your vocation

A summer in the mountains at a reasonable cost

## ANNOUNCEMENT—SESSION 1921-1922

### TWO YEAR COURSES

(Leading to Professional Diploma)

1. For Primary and Kindergarten Teachers
2. For Grammar Grade Teachers
3. For Junior High School Teachers
4. For High School Teachers
5. For Teachers of Home Economics Subjects

### FOUR YEAR COURSE

In Home Economics, under the Smith-Hughes Law, leading to the B. S. degree in Education

### SPECIAL COURSES

In Dietetics and Institutional Management

### MUSIC AND EXPRESSION

Strong Department of Music and Expression (Six instructors)

Opportunities for students needing financial assistance through

System of Student Service

Free State Scholarship

State Loan Fund

For Catalog Address SAMUEL P. DUKE, President